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DD/A 75-4387

ORR Registry
75/5159

(Subject)

15 SEP 1975

MEMORANDUM FOR: Director of Central Intelligence

SUBJECT : Annual Report of the Language Development
Committee for FY 1975

1. The Annual Report of the Language Development Committee (LDC) is attached. The report includes analyses of the Agency's foreign language skills inventory and trends, the staffing of Language Designated Positions (LDPs), recruitment of employees with foreign language skills, and language training.

2. Major highlights of analyses include:

a. Loss in Professional Level Skills. During the period FY 1971-1975 there was a net loss of 14% of the speaking skills at the Minimum Professional Proficiency level (S-3) or better in all languages combined. The loss included 7% of all S-3 skills, 19% of all S-4 skills, and 31% of all S-5 skills. Although there was a net gain of 9% of S-2 skills during the five-year period, the first net loss of S-2 skills during the past four years was recorded during FY 1975. Ten languages (Czech, French, German, Greek, Hungarian, Italian, Japanese, Polish, Russian, Swedish) are identified as "high loss rate" languages. (Attachment A includes a summary of trends for each language, including projections for 1980.)

b. Five-Year Projection of S-4 and S-5 Losses Due to Retirement. By the end of CY 1980, 17% of all current S-5 and 7% of all current S-4 speakers will be age 60 or older. Greater than average combined S-4 and S-5 losses due to retirement can be projected for 15 languages: Czech, German, Greek, Hungarian, Italian, Japanese, Polish, and Swedish, which are among the ten "high loss rate" languages, and, in addition, Cantonese Chinese, Danish, Finnish, Portuguese, Romanian, Serbo-Croatian and Yiddish. (Data on proficiency levels by age are in Attachment B.)

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d. Early Withdrawal from LLC Full-Time Courses. Primarily on the basis of early withdrawal and secondarily on the basis of absence, one-half of all beginning-level students in the principal French, German, Russian, and Spanish courses ending training in FY 1975 failed to complete one-half of the course in which they were enrolled. Only eight of the 74 (11%) remained in the course or attended at least 85% of the scheduled course hours. This data implies that only about one-tenth of all students placed in full-time training in these languages take something approximating a full course of study--a pattern which clearly interferes with achievement of higher level proficiencies.

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3. Other significant developments include:

a. Recruitment of Career Trainees with Foreign Language Skills. The 59 CTs brought into the Agency in FY 1975 made up the second largest group of CTs in the past five years. However, the 15 S-3 or better language skills was the second lowest yearly number of such skills brought in by CTs during the five-year period.

b. Recruitment of Employees Other Than CTs with Foreign Language Skills. There were 413 speaking skill claims by 244 EODs (out of approximately in FY 1975. Only 56 (14%) of the 413 claims resulted in verified speaking skills at S-3 or better.

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c. Recruitment Outlook for Foreign Language Skills Acquired Through College Training. College enrollments in all languages combined have dropped by 15% in the past five years. Ten years ago nearly 90% of American colleges and universities had a foreign language degree requirement, while only 54% had such

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a requirement at the beginning of the 1974-75 academic year. Russian enrollment has dropped 10% in the past two years. The decline in enrollments probably indicates a significant, continuing reduction in the pool of college-trained individuals with language skills potentially available for recruitment by the Agency. (See Attachment D.)

d. Internal Training. The total number of full-time students enrolled in courses at the LLC was 241 which is close to the yearly average (237) for the five-year period. There were 446 part-time enrollments compared to the yearly average of 419. It appears that full-time student enrollments during the period FY 1971-1975 have not markedly increased despite overall net losses in language skills at S-3 or better. There were 37 gains from a lower level to S-3 or better by students in full-time training in the LLC during FY 1975.

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f. First Year of University of Virginia Off-Campus Evening Program. There were 28 student enrollments in the Off-Campus program in French, German, Russian and Spanish for the full 1974-75 academic year, after a dropout of 23% first semester and 7% second semester. FY 1974 was the last year of the Before-and-After-Hours Language Training (BAHLT) program and there were 27 full-year enrollments in the same four languages after a dropout of 68%. The first year of the Off-Campus language program cost the Agency \$7,654 in tuition, while the previous year's cost for the BAHLT program was estimated at \$25,500.

g. Language Incentive Program. FY 1975 was the fifth year of the Language Proficiency Cash Awards (LPCA) program. Although there was an upturn in the number of employees nominated, FY 1975 marked the second year of decline in the program both in number of awards and amount of money awarded. Ninety-four awards were made during FY 1975 for a total of \$49,600, compared with a high of 122 awards for \$60,200 in FY 1973. There are discrepancies between apparent need and the application of the Language Incentive Program as shown by the relatively low numbers of awards made in some languages. There are 25 designated languages for which no employee has ever been nominated.

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h. "Total Immersion" Training. Three one-month total immersion programs (French, Spanish, German) were developed and run by the LLC at [] during FY 1975. One one-week program (Russian), planned and run by SE Division with LLC participation, was held []. Three total immersion programs are planned for FY 1976: Russian (to be run jointly by SE Division and the LLC), French, and Spanish.

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i. Interagency Activities Related to Foreign Language Training, Testing, and Materials Development.

(1) The Defense Language Institute completed its move to the West Coast.

(2) The Canadian Forces Foreign Language School has joined the Interagency Language Round-table Standard Chinese, a Modular Approach (SCAMA) project.

(3) GAO conducted a survey of Government language training and has been persuaded that consolidation of facilities is not feasible.

4. The Language Development Committee plans to undertake the following actions during FY 1976:

a. Study and recommend more effective ways in which the Agency can appropriately communicate to the academic community the general nature of the Agency's language recruiting needs. It is hoped that this effort would result in more applicants with greater language proficiency, both through increased awareness of the employment opportunities for using foreign languages and through increased attention within college foreign language programs to the practical kinds of language skills which are needed in the Agency and in the Intelligence Community.

b. Identify and distinguish between Language Designated Positions and other positions in which a foreign language is normally of use or of potential use in carrying out the duties of the position. Identification of such "language appropriate positions" will make it possible to provide a fuller, more realistic picture of the total language skills needed throughout the Agency.

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c. Compare recent trends and projections in language skills losses and gains with the current APP data when it becomes available, in order to determine what, if any, additional action should be taken concerning language recruitment, training, and staffing.

5. Recommendations. In order to reduce the net losses to the Agency in language skills, particularly at higher proficiency levels, increased efforts must be made in selective hiring, in training, and in more effective identification of the full range of the Agency's language needs and language staffing problems. It is therefore recommended that the CIA Management Committee be asked to consider actions which would bring about:


a. Increased efforts to hire employees with foreign language skills which are verifiable at S-3 or higher, particularly in those languages for which deficiencies are greatest in Language Designated Positions and in the "high loss rate" languages.

b. Placing higher priority on language training with two goals in view:

(1) to increase the number of employees assigned to training who will remain in training for the full course of study;

(2) to increase the number of employees, already possessing S-1 and S-2 skills, who are assigned to training for the purpose of developing S-3 or better language proficiencies.

c. A basic reexamination by each Agency component of its Language Designated Positions to determine whether there are now other positions which require language-skilled incumbents, so that a more realistic picture of the most serious language skills needs of the Agency will become available to assist, in conjunction with the APP, in improving overall recruiting, training and staffing plans.


Deputy Director of Training
Chairman, LDC

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Att.
LDC Annual Report

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**SUBJECT: Annual Report of the Language Development
Committee for FY-1975**

The recommendations in paragraph 5 are:

APPROVED:

15/ Vernon A. Walter 12 Feb 76
Acting Director **Date**

DISAPPROVED:

_____ **Date**

Distribution:

- 0 - DCI (ret. to C/LLC via DD/A)
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OTR/LLC [] :pp (18 Sep 75)

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ANNUAL REPORT OF THE
LANGUAGE DEVELOPMENT COMMITTEE

For FY 1975

1. Foreign Language Skills Inventory and Trends.

a. Five-Year Inventory Trend.

(1) While the inventory of Limited Working Proficiency speaking skills (S-2) increased by 150 (+9%) during the period FY 1971-1975 (including a net loss of 19 for FY 1975, the first net loss at S-2 in the past four years) the total speaking inventory at the Minimum Professional Proficiency level (S-3) and above decreased by 344. Overall, skills at the S-3 level decreased by 102 (-7%), skills at the Full Professional Proficiency level (S-4) decreased by 130 (-19%), and skills at the Native or Bilingual Proficiency level (S-5) decreased by 110 (-31%).

(2) If changes in the inventory of skills continue at the same rate during FY 1976-1980 as they have occurred during the period FY 1971-1975, projections may be illustrated as follows:

Prof.	No. FY70	No. FY75	No. (FY80)
S-5	356	246	170
S-4	702	572	463
S-3	1440	1336	1242
Total	2498	2154	1875

S-2	1584	1734	1890 *
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* (Probably inflated, judging on the basis of the recent trend). Projections for each language are in Attachment A.

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(7) Current data from the Annual Personnel Plan on training and recruiting plans with respect to dealing with deficiencies such as described above are not available as of this writing. It would seem highly appropriate, to be able to compare Agency-wide training and recruiting goals with the losses and deficiencies noted thus far.

2. Recruiting.

a. Recruitment of Career Trainees with Foreign Language Skills.

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sional Proficiency speaking skills or higher (S-3 or better) in 21 different languages, an average of 20 such skills per year. The CTs contributed professional level speaking skills in 7 out of the 10 "high loss rate" languages identified above. Below is the total CT contribution in the ten "high loss rate" languages for FY 1971-1975, as well as the information provided separately for FY 1975. The data for the last year of the five-year period can provide some idea of the most recent successes in recruiting CTs with professional-level skills.

Language	FY71-75	FY75
Czech	0	0
French	16	3
German	19	1
Greek	1	0
Hungarian	0	0
Italian	3	1
Japanese	2	0
Polish	3	2
Russian	10	1
Swedish	0	0

(Additional professional level skills for FY 1975 were Portuguese - 1, Spanish - 5, Vietnamese - 1).

(2) Provided below, by year, are the numbers of CTs and the professional level skills (S-3 or better) brought with them. Although the number of CTs in FY 1975 was the second highest for the five-year period, the total number of professional level skills was the second lowest.

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2 EOD) new regular employees with S-3 or better in Russian in FY 1975. In spite of the addition of these three new employees, there was a net loss of 12 Russian skills at S-3 or better.

(2) Data from the MLA published in the March 1975 ADFL Bulletin show that where nearly 90% of American colleges and universities had a foreign language degree requirement at the beginning of the 1965-66 academic year, only 54% had such a requirement at the beginning of 1974-75 -- a drop of 31%.

(3) The drop in foreign language enrollments probably indicates a significant, continuing reduction in the pool of college-trained individuals with language skills potentially available for recruitment by the Agency.

3. Training.

a. Internal Training.

(1) Reading and Speaking Skills. While the problem of losses in professional-level skills has been presented primarily on the basis of speaking skills, there appears to be a parallel problem in Reading skills, often with respect to translating. Most regular LLC courses are focused on full-time RSU (Reading-Speaking-Understanding) training. In the recent past the Agency has provided specialized reading courses in such languages as Polish, Russian, Romanian and others, but as LLC resources are reduced, attention is increasingly focused on the higher-volume full-time RSU training at the expense of providing individual and small-group training in Reading. The nature of the Agency is such that there is a constant need for a small number of individuals who can read, translate and gist in a few specialized areas, but the volume of training requirements often is not large enough to justify meeting the requests. Grouping of students who are in different specialties is usually highly inappropriate, e.g. the grouping of two students in a Polish reading course, one of whom may be learning to read in the field of technology, the other in the field of economics. One attempt to help resolve this problem has been the recent initiation of efforts to hire contract

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instructors on an intermittent basis to serve not only as substitute instructors, but as intermittent instructors of low volume courses with the user component reimbursing the LLC for this "non-cost--effective" instruction.

(2) LLC Enrollments. During FY 1971-1975 there were 1189 student enrollments (for periods of time varying from a few days to over a year) in full-time internal language training in a total of 23 languages. This amounts to an average of 237 full-time enrollments per year. The full-time and part-time enrollments by year are given below.

	<u>Full-Time</u>	<u>Part-Time</u>
FY71	244	267
FY72	244	314
FY73	233	542
FY74	227	525
FY75	241	446
Average	(237)	(419)

(3) Attendance and Completion of LLC Full--Time Courses. Only 8 out of 74, or 11%, of all full-time beginning-level students (starting with "0" proficiency) who ended the principal full-time French, German, Russian and Spanish courses in FY 1975 attended or remained in the course at least 85% of the scheduled course hours. Combining data for the four languages, the median percentage of course hours attended by the 74 students was 50%. Primarily on the basis of early withdrawal and secondarily on the basis of absence, one-half of all the students completed only one-half or less of the course in which they were enrolled. This tends to indicate that language training holds a relatively low priority. It also can be said that there is a difference between meeting the goal of sending an employee into language training and the reality of his staying in training long enough to derive significant benefit to both the short-term and long-term needs of the Agency.

(4) Gains in Professional Level Skills. Based on data for students ending all types of full-time Agency language courses in FY 1975, there were 37 gains from lower levels to at least S-3 among all

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languages: French* - 10, Spanish - 9, Portuguese - 6, Russian* - 5, Vietnamese - 4, German* - 1, Italian* - 1, Lao - 1. (Those marked * are among the ten "high loss rate" languages.)

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c. "Total Immersion" Training.

(1) Three one-month total immersion programs (French, Spanish, German) were developed and run by the LLC [] during FY 1975. One one-week program (Russian), planned and run by SE Division with LLC participation was held []. The main objectives for the one-month programs were to give speakers at the S-2 level of proficiency the confidence and breadth of vocabulary to increase language proficiency to S-3 (Minimum Professional Proficiency), and to give case officers the opportunity to practice the language in exercises that simulated operations-related activities. While gains in proficiency were not measurable in every case, students gained confidence and fluency in using the language both in general and in operational situations. The purpose of the one-week Russian program was to provide the students with intensive practice in speaking Russian in a Russian-speaking environment, with emphasis on work-related subjects. The students generally gained in both confidence and fluency.

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(2) Following is a summary of the FY 1975 programs:

(a) French: 24 February - 21 March. This

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was the second French House. Five of the twelve students attained S-3.

(b) Spanish: 7 April - 1 May. This was the second Spanish House. Three of the nine students who participated in the entire program started out at S-3. Four of the remaining six students attained S-3.

(c) German: 27 May - 20 June. This was the first German House. One of the eight students who participated in the entire program attained S-3. (Three of the eight began at lower than S-2.)

(d) Russian: 1 - 6 June. While there was a one-month Russian House run by the LLC in FY 1974, this was the first one-week Russian total immersion program and it was run by SE Division with LLC participation. Six students participated in the entire program. This was a work-related program and gain in speaking proficiency to the S-3 level was not an objective.

(3) Three total immersion programs are planned for FY 1976: Russian (four weeks, 23 February - 19 March, to be run jointly by SE Division and the LLC); French (four weeks, 5 - 30 April); and Spanish (three weeks, 24 May - 11 June).

d. First Year of Virginia Off-Campus Evening Language Program.

(1) FY 1975 was the first year in which foreign language was offered at Headquarters as part of the University of Virginia extension program. All instructors were approved by the University of Virginia and all had full clearance. Four languages (French, German, Russian, Spanish) were offered first semester and three (French, German, Russian) second semester. There were 61 enrollments in the first year with a 23% dropout rate and 30 enrollments in the second semester with a 7% dropout rate. Assuming that those students enrolled in second semester were also enrolled first semester the tuition cost to the Agency for 28 students completing the one-year academic program in three languages was \$7,654.

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(2) FY 1974 was the last year of the Before--and-After-Hours Language Training Program (BAHLT). Instruction was offered in the same languages (French, German, Russian, Spanish). There were 85 initial enrollments with a 68% dropout. The estimated costs to the Agency for the FY 1974 BAHLT program for 27 students completing the one--year academic-type program in four languages was \$25,500.

(3) Based on the available data, the University of Virginia evening language program was more cost--effective than the BAHLT program which it replaced. The University program has the added advantage of providing academic credit to those who successfully complete the courses. It is probably true, however, that not much in the way of useable language skills can be added to the Agency's inventory, particularly in the first year of study in such a program.

e. Incentive Awards Program.

(1) The Language Incentive Program through which Language Proficiency Cash Awards are made began in FY 1971. From FY 1971-1975 394 awards were granted for a total of \$212,000. The average was \$42,400 per year. Nominations to the program have been made for 38 languages, although no employee has ever been nominated for any of 25 other incentive languages (Afrikaans, Armenian, Azerbaijani, Bengali, Byelorussian, Cantonese Chinese, Danish, Estonian, Georgian, Hebrew, Hazakh, Kirghiz, Latvian, Malay, Meo, Moldavian, Mongolian, Norwegian, Slovak, Slovenian, Swedish, Tadzhik, Turkmen, Uighur, Uzbek).

(2) Following is a list of numbers of employees nominated for the program, numbers of awards granted (most are nominees eligible for more than one award), and amount of money awarded.

	No. <u>Nominated</u>	No. of <u>Awards</u>	Total Amount <u>of Awards</u>
FY71	38	8	\$5,000
FY72	239	74	42,300
FY73	116	122	60,200
FY74	129	106	55,900
FY75	163	94	49,600
Totals:	685	394	\$212,000

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4. Interagency Activities Related to Foreign Language Training, Testing, and Materials Development.

- a. The Defense Language Institute completed its move to the West Coast, leaving very limited personnel in the D.C. area for continued participation in the Interagency Language Roundtable.
- b. The Canadian Forces Language School has joined the ILR Standard Chinese, a Modular Approach (SCAMA) project which is nearing completion of the S-1 phase.
- c. An agreement was reached among FSI, DLI, NSA, and CIA on the need for and procedures for exchange of language materials.
- d. GAO conducted a survey of Government language training in Washington, the domestic and foreign field and has been persuaded that consolidation of facilities is not feasible.
- e. HEW/OE was added to the Management Committee of the ILR.
- f. NSA studio facilities were used to prepare a video tape as an aid in Agency language proficiency tester training. The tape is part of an ILR series. All participants were Agency (LLC) staff members.

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FY 1980 Projections at FY 1970-1975 Rates of Change

SOURCE: 6-30-75 #260A

Note:

a. Languages in which there are more than 10 speakers in the Agency at S-3 or better are projected at the percent rate of change.

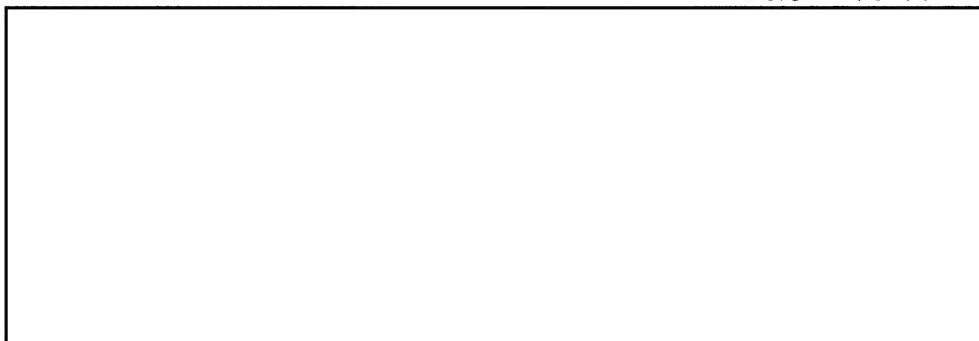
b. Languages in which there are 10 or fewer speakers at S-3 or better are projected on the basis of the same numerical change, since it was felt that a percent rate is probably less valid where smaller numbers are concerned.

c. Projections were not made for Lao, Thai and Vietnamese because of short-term trends which would lead to extremely unlikely projections.

ALL LANGUAGES COMBINED

FY80 Projection
At FY70-75

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Attachment A
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ADFL BULLETIN May 1975

year colleges), representing approximately one-sixth of the total number of colleges offering one or more foreign language courses.

Tallies were taken of the 1970, 1972, and 1974 enrollments in French, German, Italian, Russian, and Spanish, as well as figures representing total enrollment for all languages in each of the sample colleges. A comparison of 1970 and 1972 totals shows an overall drop in the sample group of -9.3%. During the same period, the total response group of 2,419 colleges (99% of the "universes" of colleges) experienced a decline of -9.2% in foreign language enrollments. The closeness of the two percentage figures suggests that the sample group closely reflects the total group from which it was drawn and thus provides a reasonable basis for projecting growth or decline during the period 1972-74.

During the two-year period ending in 1974 the sample group showed a loss of -6.0% in overall language enrollments. Among the languages, German showed the greatest decline (-12.6%), followed by French and Russian; Spanish and Italian showed slight increases. The accompanying table shows the enrollment tallies for the 400 sample colleges, with percent change figures for 1970-72 and 1972-74, and, for comparison, the percent change 1970-72 for the total 1972 response group of 2,419 institutions.

College Language Enrollments, Fall 1974

College-level enrollments in foreign language courses appear to have fallen by six percent between 1972 and 1974, according to a preliminary report on the Modern Language Association's 1974-75 survey of foreign language enrollments in U.S. colleges and universities. The report is based on a sample of 400 colleges (279 four-year institutions and 121 two-

COLLEGE ENROLLMENTS IN FOREIGN LANGUAGES, 1970-74, SAMPLE OF 400 COLLEGES

<u>Language</u>	<u>1970</u>	<u>Enrollment</u>		<u>[% Change: Total*]</u> <u>[1970-72]</u>	<u>% Change: Sample</u>	
		<u>1972</u>	<u>1974</u>		<u>1970-72</u>	<u>1972-74</u>
French	69,136	56,068	49,947	[-18.4%]	-18.9%	-10.9%
German	42,041	36,729	32,101	[-12.6%]	-12.6%	-12.6%
Italian	6,914	6,597	6,717	[- 2.7%]	- 4.6%	+ 1.8%
Russian	7,600	7,446	6,691	[+ 0.6%]	- 2.0%	-10.1%
Spanish	76,058	71,579	72,129	[- 6.3%]	- 5.9%	+ 0.8%
All Languages	218,948	198,520	186,520	[- 9.2%]	- 9.3%	- 6.0%

* Total 1972 response group = 2,419 institutions

ADFL BULLETIN March 1975

Language Requirement Survey

The MLA's foreign language research staff has prepared a preliminary report on its 1974-75 survey of institutional entrance and B.A. degree requirements in foreign languages in United States colleges and universities. As of 10 January 1975, returns had been received from 1,177 institutions, or 89.3% of those surveyed. Of these, 100 (9.2%) reported that their entrance requirements had been abolished or reduced since 1970-71, the year of the MLA's last survey, and 395 (36.4%) reported a loss or reduction of the B.A. degree requirements at their institutions. Only 24 colleges (2.2%) indicated that a degree requirement had been added or strengthened, while 667 institutions (61.4%) reported no change between 1970-71 and 1974-75 with respect to the institutional degree requirement.¹

Among the 395 institutions reporting loss or reduction of the requirement, the largest group, 232, report its outright abolition; 126 indicate that it has been reduced; and 37 that it has been changed in the direction of broadening the options available to students (e.g., where formerly a student was required to take a language, he or she may now have a choice among, say, language, world literature [taught in English], philosophy, or the arts). In the 1970-71 survey, a greater number of colleges (155 out of 357) reporting a loss or reduction of the degree requirement had indicated that the reduction was taking the form of a broadening of the curricular options; only 115 reported outright abolition of the requirement. The 1974 trend is thus significantly "harder" than that of 1970-71.

The net results of recent trends toward loss or reduction of the requirements are evident in the accompanying table. In 1965-66, nearly 90% of B.A.-granting colleges had a functioning language requirement for the B.A. degree; in 1974, the proportion is only 54%. The entrance requirement has also suffered a serious attrition: from 33.6% to 18.6%. Contrary to a widely held assumption prevalent among language departments and guidance personnel, the entrance requirement was never the principal source of pressure for language study in schools or colleges, and even at its "high point," 1966, only a third of United States colleges maintained a fixed entrance requirement in languages. The operative requirement was in fact the degree requirement, which exerted its pressure "downward" upon the entering freshmen and the schools.

Of the 540 colleges reporting in 1974 that they have no all-college degree requirement in foreign languages, 286 (53%) have indicated that one or more academic departments in their institutions require a language for the B.A. major. Detailed information on these major requirements will be included in the final report of the survey scheduled for release in the spring of 1975. In the meantime, followup mailings and telephone calls will be undertaken in an effort to bring the response rate up over 90%.

¹Percentages are calculated on a base of 1,086 institutions from whom responses were received in both 1970 and 1974; an additional 91 institutions responded in 1974.

Survey of Foreign Language Entrance and Degree Requirements

Preliminary Summary Tally of 1974-75 Status of Requirements at 1,177 Institutions, with Comparative Figures from 1965-66 and 1970-71 Reports.

	1965-66		1970-71		1974-75	
	Number	% of 1,158	Number	% of 1,206	Number	% of 1,177
Total with <i>entrance</i> requirement in FL's	389	33.6%	331	27.4%	219	18.6%
Total with <i>degree</i> requirement in FL's	1,030	88.9%	925	76.7%	637	54.0%
Total with <i>neither</i> entr. nor degree req't	105	9.1%	221	18.3%	450	38.2%
Total with entrance but no degree req't	23	2.0%	60	5.0%	90	7.6%
Total with degree but no entrance req't	664	57.3%	654	54.3%	508	43.2%
Total with <i>both</i> entr. and degree req'ts	366	31.6%	271	22.4%	129	11.0%
Total with entrance and/or degree req't	1,053	90.9%	985	81.7%	727	61.8%

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ACTION		DIRECT REPLY		PREPARE REPLY	
APPROVAL		DISPATCH		RECOMMENDATION	
COMMENT		FILE		RETURN	
CONCURRENCE		INFORMATION		SIGNATURE	
Att: DD/A 75-4387					
Remarks: 1. This is a rather sobering report on language capability in the Agency, particularly when looked at relative to so-called language-designated positions. 2. Paragraph 2 is some indictment in that only about one-tenth of students in full time training complete proximate full courses of study. 3. Recruits with language skills are difficult to find. 4. This paper recommends CIA Management Committee consideration of certain actions to bring about (a) increased efforts to hire foreign language skilled employees, (b) placing higher priority on language training, and (c) re-evaluation of language designated positions. <div style="text-align: right;">BRO NEWS</div>					
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Remarks:

Annual Report of the Language
Development Committee for FY 1975
prepared by Executive Secretary,
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Annual Report of the Language Development Committee for FY 1975

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COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.

DD/A

29 SEP 1975

37

Language Proficiency Levels

2.

S-1 = Courtesy Level (slight)

3.

ER

S-2 = Conversational Level
(elementary)

4.

S-3 = Professional Level
(intermediate)

5.

DCI

S-4 = High Level

S-5 = Native Level

6.

7.

DD/A

8.

9.

Chairman, LDC

10.

11.

12.

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<input type="checkbox"/> APPROVAL	<input type="checkbox"/> DISPATCH	<input type="checkbox"/> RECOMMENDATION
<input type="checkbox"/> COMMENT	<input type="checkbox"/> FILE	<input type="checkbox"/> RETURN
<input type="checkbox"/> CONCURRENCE	<input type="checkbox"/> INFORMATION	<input type="checkbox"/> SIGNATURE

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